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ABSTRACT

In response to the failure of North Lake College's Career Resource Center to meet its intended objectives, this report reviews the strengths and weaknesses of the original center proposal, assesses the present organization of the center, and outlines steps for its reorganization. The paper begins by providing background on the college and the center, which was created to provide students and community members with resources and services for self-assessment, career decision-making, occupational information, educational planning, job-search skills, and career adjustment. The present state of the center is then described, revealing that it is unstaffed, the materials are dispersing, and few students are being served. Plans for the center's reorganization, which are based to a large extent on a review of the literature, are presented with respect to: (1) securing a larger, more appropriate location; (2) creating an attractive and comfortable environment; (3) staffing requirements; (4) selecting resources in the areas of occupational, educational, and social information; (5) the best filing system for the center's bound and unbound materials (the advantages and disadvantages of four filing systems are considered); (6) computer-assisted guidance; (7) multimedia technology; (8) budgeting; (9) program content and delivery systems; (10) publicizing the center; (11) ongoing evaluation; and (12) options for the future. (AYC)

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Reorganizing the Career Resource Center

in a community college

paul kelemen

diane thorpe

TC 810 461

U.S. DEPARTMENT OF EDUCATION
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Abstract

In the Fall of 1977, North Lake College opened its doors to over 2,800 students. As all of the DCCCD colleges are expected to offer quality educational, occupational, and personal/social counseling, a proposal was prepared recommending a Career/Life Planning Center for North Lake to meet the needs of its students. The initial effort, though well thought out and comprehensive, has failed to meet its goals. According to Norris et al., (1979) there are seven vital steps in the initial planning process for a Career Center organization. These steps include the following: Identifying leadership for the planning effort, identifying student/client needs, securing administrative support, assuring coordination with existing programs and services, involving and advisory group, identifying sources for financial support and preparing a written plan or proposal. The scope of the aforementioned steps are detailed in this paper as they apply to North Lake College.

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Reorganizing A Community College Career Resource Center

The purpose of this paper is to lay the foundation for the reorganization of a Career Resource Center at North Lake College. The paper will consist of three principal phases which will deal with the problem. The introductory phase will review the original proposal (submitted 8/11/78) to determine relative strengths and weaknesses. The second phase will consist of assessing the present organization of the existing Center and outlining steps for reorganization. Finally, the conclusion will project measures for publicizing the Center, providing on-going evaluation of services and assessing future needs.

Background

In the Fall of 1977, North Lake College opened its doors to over 2,800 students. Among these were the university-bound, the career re-entry person, the career changer, the student seeking technical training, the practicing professional seeking updated skills, and those interested in self-enrichment and self-exploration. Other individuals came undecided about their goals, and uncertain as how to find help. As all of the DCCCD colleges are expected to offer quality educational, occupational, and personal/social counseling, a proposal was prepared recommending a Career/Life Planning Center for North Lake in order to meet the needs of its students. The object of the proposal was to acquire funding and institutional support for the proposed Center. The Center would seek to provide resources and services for students and community in self-assessment, career decision-making,

career/occupational information, educational planning, job-search skills and career/occupational adjustment. Programming for the Center would combine in-house services, community referral to existing agencies in the area, and the contributions of faculty and community professionals as resource persons. It was felt that offering the services of the Center to the community, and actively seeking input from area agencies and professionals would more closely align North Lake with the true mission of the community college--community service.

The overall goal of the proposed Center then was to provide a clearinghouse of relevant career and other information to both students and the surrounding community, and to utilize faculty and other professionals as well as to provide inter-agency referral.

The proposal included plans for establishing the Center, such as selecting the site, reviewing the literature, visiting other Centers, choosing a filing system and selecting materials. A computer guidance system was researched and recommended. Self-paced curriculum in several areas related to careers were developed. Interest and aptitude testing would be available, as well as small group offerings such as job-search skills and career decision-making. The surrounding community would be involved by coordinating the Center's offerings with that of local agencies, and by utilizing speakers from area professionals. Home-bound adults would benefit from a career information mailer. Brown bag luncheon seminars were planned to spotlight various career areas for students and staff.

Present State of the Center

The result of this proposal was the establishment of a Career Center in the counseling area of North Lake College. Student use was not recorded, so figures are not available on how many people have visited the Center. Past staffing has been sporadic. At present, no personnel are available to staff the Center, and the lights are turned off and the door closed. Only a few people each week now make use of the available resources, some of which have been lost or have migrated to various offices in the Counseling Center.

It is obvious that the Career Resource Center is not realizing its planned-for potential. The initial effort, though well thought out and comprehensive, has failed to meet its goals. According to Norris et al.,(1979) there are seven vital steps in the initial planning process for a Career Center organization. These are:

1. Identifying leadership for the planning effort.
2. Identifying student/client needs.
3. Securing administrative support.
4. Assuring coordination with existing programs and services.
5. Involving an advisory group.
6. Identifying sources for financial support.
7. Preparing a written plan or proposal.

The original proposal met only two of these steps; the first, of identifying leadership, and the last, preparing a written plan. The authors of this paper will attempt to meet

all seven steps in the reorganization of the Center, in the hope that this planning effort will result in a fully operative and useful Center, focused on the needs of its users.

Reorganizing the Career Resource Center

The value of Career Resource Centers in secondary and post-secondary academic settings cannot be denied. The literature is replete with guidelines for setting up model centers and outlining what constitutes the essential elements in a Career Resource Center. Herr and Cramer (1979), and Norris et al., (1979) are only a few researchers detailing these elements. Disagreement among professionals attempting to establish such a facility may result in a Center destined for failure. Accurate assessment of institutional needs and the population to be served is paramount to developing a model Career Resource Center. No matter how extensive and elaborate a proposal may appear on the surface, if budgetary considerations, institutional support, maintenance functions, and other criteria mentioned by Norris et al., (1979) are not considered, then the model Center may be anything but functional. The idea of a Career Resource Center being a model Center need not be a mythical concept. If a Center can meet the seven steps outlined by Norris et al., (1979) and can meet the needs of an institution and its student population, then it may very well be considered a model Center. This does not mean, however, that one model Center is equivalent to another model Center as institutions and student populations are quite diverse in nature.

As previously mentioned, the original proposal managed to

meet only two of the seven Norris et al., (1979) dimensions. The proposal also did not adequately meet the needs of the institution or its student population. Central to the organization of a Center is a raison d'être. Oegema (1975) mentions ten basic purposes of a Career Resource Center which may more fully meet the needs of North Lake College and its student population. They are as follows:

1. To provide an atmosphere conducive to career exploration.
2. To provide the tools necessary for career exploration.
3. To have qualified personnel available to assist students in career exploration.
4. To encourage student responsibility for the acquisition and use of occupational information and materials.
5. To aid students in clarifying their personal values and relating these values to career choices.
6. To relate Career Center materials and activities to existing, on-going programs within the school.
7. To assist students in seeing the relationship between the Center and what they are studying in the classroom.
8. To make all the systems within the Center suitable for self service, with assistance available when the student perceives the need for such help.
9. To promote student use by including students,

teachers, counselors, parents and others in the planning and operations pf the Center.

10. To provide a delivery system for career counseling services to the school and community.

Although the Career Resource Center can contain information which could be used by a variety of different individuals, primary users will consist of North Lake College students and guidance personnel. Additional consumers of Center services might include faculty, staff and administrators, former students, social service agency personnel, or members of the community (Burns, 1974).

Currently, the Career Resource Center is in the same room as the Women's Center. This came about in an attempt to provide staff to maintain the Career Resource Center, as permanent staff are not provided for in the Counseling Center budget. Combining the two was an unfortunate marriage, as neither Center has benefitted from the inclusion of the other. In attempting to remedy this problem and provide for needed expansion, it is proposed that the Career Resource Center be moved to another area in the Counseling Center where two unused rooms can be remodeled, removing the wall in between (see figure 1). The resulting area would be large enough for all the present and proposed materials and furniture. Traffic flow in this area is fairly heavy, since it is near the major services of the college, such as Admissions and the Business Office. Counselors and other guidance personnel are in adjoining offices, as are the Health Center, Placement, and Co-op Education Services, as well as

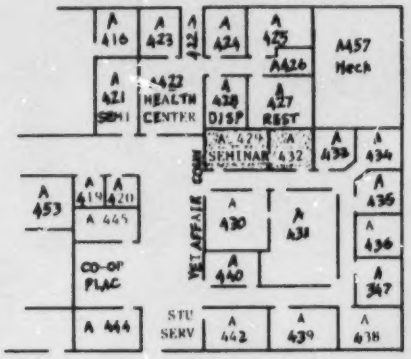
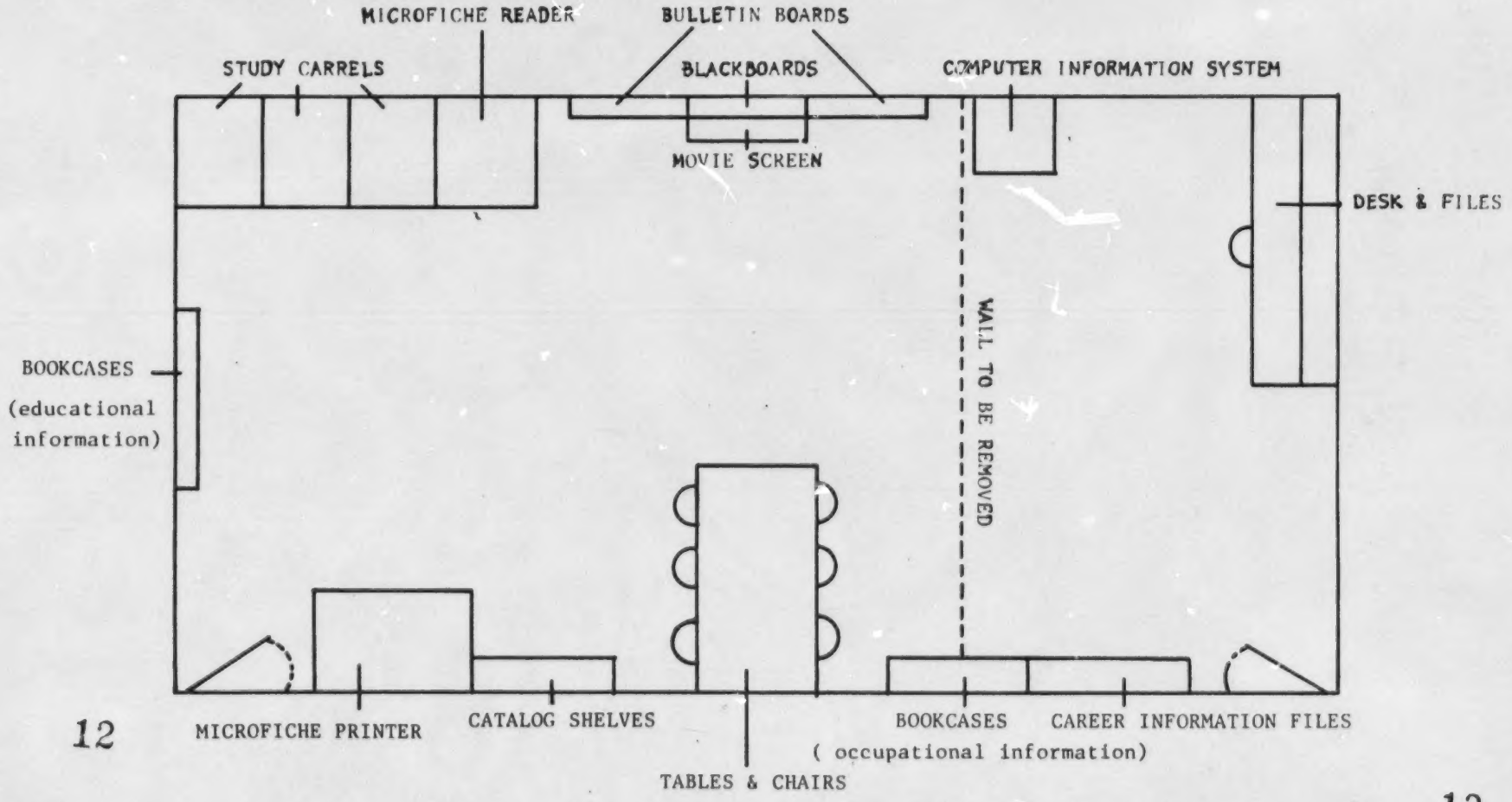


FIGURE 1

Proposed Career Resource Center
North Lake College



Veteran's Services and Financial Aid.

To encourage its use, it is planned that the Career Resource Center be as attractive as possible. Students in basic drawing and design courses could be asked to provide colorful posters for the Career Resource Center walls. A large wall map can be included, with clearly marked local industries and businesses in the surrounding Las Colinas Industrial Park, which provides both students and jobs to North Lake. "How to" posters could inform visitors and students on the use of the Center (Snell et al., 1976). Tables and comfortable chairs will be available and browsing will be encouraged. Individual study carrels can offer privacy if needed. Bookshelves will display the latest in career publications and pamphlets.

Test records are kept in the room adjacent to the proposed Career Resource Center. Typically, a student is given a copy of his/her interest inventories and a copy is retained by the Center. These are the only records that are kept on the students by the Counseling staff in order to insure confidentiality.

For the Center to be truly effective, it is imperative that there be at least one trained person available during the hours that the Counseling Center is open (8:30 a.m. to 8:00 p.m. Monday through Thursday and 8:30 a.m. until 5:00 p.m. Friday). A review of the literature (Dickert, 1976; Jacobson, 1972; Norris et al.,1979; Oegema, 1975) indicates a trained paraprofessional is vital to a successful career resource center. The presence of this person will free the counselors for individual and group counseling rather than relaying basic information. The staff,

faculty, and students of North Lake will be more likely to use the Center's facilities if it is known that a person is available in the Center during most of the college's normal hours. Lacking this key staff member, the future of the Career Resource Center might well be in jeopardy. Even with a paraprofessional, additional staff would be helpful, such as student workers and part-time community volunteers.

Selecting Materials

The Career Resource Center will contain materials in three broad categories; occupational, educational, and social. Occupational information is valid and usable data about positions, jobs, and occupations including duties, requirements for entrance, conditions of work, rewards offered, advancement patterns, existing and predicted supply of and demand for workers and sources for further information.

Educational information is valid and usable data about all types of present and probable future educational or training opportunities and requirements, including curricular and co-curricular offerings, requirements for entrance, and conditions and problems of student life.

Social information is valid and usable data about the opportunities and influences of the human and physical environment that bear on personal and interpersonal relations. It is information about human beings that will enhance a student's self-understanding and relations with others. Included, but not "constituting the whole," are such broad areas of information as "understanding self" and "getting along with others," as well

as specific areas such as boy-girl relations, manners and etiquette, leisure time activities, personal appearance, social skills, home and family relations, financial planning, and healthful living (Norris et al., 1979).

When the present Center was established, the following materials were acquired:

1. Guide for Occupational Exploration
2. How to Study
   Test-taking Skills
   Your Guide to Efficient Studying
   Note-taking Skills
3. Guidebook for Colleges and Universities
4. College Blue Book of Occupational Education
5. Reprints from the Occupational Outlook Handbook
   Dictionary of Occupational Titles
6. National Vocational Guidance Association Career Guidance Week (kit)
7. Dictionary of Services of Greater Dallas
8. Current Career and Occupational Literature: 1973-1977
9. What Color is Your Parachute?
10. 1978 Career Guidance Week Planning and Publicity Kit
11. College Handbook
12. College Handbook, Index of Majors
13. Occupational Outlook Handbook
14. Dictionary of Occupational Titles

As careful selection of additional materials is crucial in the success of the Career Resource Center, it is planned that an advisory committee oversee this task. A bewildering array of materials are available, and to make this procedure less confusing, the committee will need to consider the accuracy of the information, and whether or not it is representative. As the Career Resource Center will attempt to meet its users' interests, specific data relating to students' professed needs will be of primary importance. The appearance of materials will be considered, as this has an impact on its use. Other criteria for selecting material are the users' abilities, cost of materials, and that materials are kept current (Norris et al.,1979).

Before the advisory committee meets, each member will be expected to review resources for evaluating materials, such as:

NVGA, Guidelines

NVGA Bibliography

Vocational Guidance Quarterly

"Counselor's Check-up List"

The committee will be supplied with a list of available materials from which to make a selection. A sample list follows, presented in numerical order according to priority (Norris et al.,1979).

Materials - Occupational

*1. Occupational Outlook Handbook

U.S. Department of Labor, Bureau of Labor Statistics

U.S. Government Printing Office

Washington, D.C. 20402

Cost: $6.95

2. Occupational Outlook Quarterly

Superintendent of Documents

U.S. Government Printing Office

Washington, D.C. 20402

*3. Dictionary of Occupational Titles, fourth edition

U.S. Department of Labor

Superintendent of Documents

U.S. Government Printing Office

Washington, D.C. 20402

Cost: Volume 1-$12.00

4. One subscription to a monthly guidance subscription service. Examples are B'nai B'rith Guidance Kit, Chronicle 3-in-1 Guidance Service, SRA Guidance Service.

Cost: Approximately $60.00/year

5. The Vocational Guidance Quarterly

Cost: One subscription $10.00

6. Encyclopedia of Careers and Vocational Guidance

J.G. Ferguson Publishing Company

Six N. Michigan Avenue

Chicago,Ill.60602 (1975) 1,500 pp.

Cost: $39.50

*7. Occupational View-Deck

Chronicle Guidance Publications

Moravia,N.Y.13118

Cost: $90.00

8. I Can Be Anything: Careers and Colleges for Young Women
   College Entrance Examination Board
   888 Seventh Avenue
   New York, N.Y. 10019 (1975)
   Cost: .50 - hard cover, $4.50 - paperback
9. Decision Making for Career Development
   Science Research Associates, Inc.
   259 East Erie Street
   Chicago, Ill. 60611
   Cost: $50.00
10. Concise Handbook of Occupations
    J.G. Ferguson Publishing Company
    Six N. Michigan Avenue
    Chicago, Ill. 60602 (1974)
    Cost: $12.95
11. Job Finding Kit
    Vocational Curriculum Management Center
    Commission for Vocational Education
    Building 17, Industrial Park
    Olympia, Wash. 98504
    Cost: $0.25
12. The Ebony Success Library
    Southwestern Publishing Company
    5101 Madison Road
    Cincinnati, Ohio 45227 (1973)
13. Your First Work on the Job

Guidance Associates

757 Third Avenue

New York, N.Y. 10017

Cost: $48.50

14. How to Get a Job

Collier Macmillan Publishers

8701 Wilshire Boulevard

Beverly Hills, Calif. 90211 (1974)

Cost: $2.00

Materials-Educational

*1. Guide to College Majors

Chronicle Guidance Publications, Inc.

Moravia, N.Y. (1976-77)

Cost: $5.50/volume; $10.00/set

Lovejoy's College Guide

Simon and Schuster, Inc.

630 Fifth Avenue

New York, N.Y. 10020

Cost: $7.95

2. American Trade Schools Directory

Chroner Publications, Inc.

Queens Village, N.Y. 11428

Cost: $18.00

Lovejoy's Career and Vocational School Guide

Simon and Shuster, Inc.

630 Fifth Avenue

New York, N.Y. 10020

Cost: $7.95

*3. Student Aid Manual

Chronicle Guidance Publications, Inc.

Moravia, N.Y. (1977)

Cost: $7.50

4. If You're Not Going to College

Science Research Associates

259 East Erie Street

Chicago, Ill. 60611

Cost: $2.10

What to Do After High School

Charles G. Spiegler and William B. Reiner

Science Research Associates

259 East Erie Street

Chicago, Ill. 60611

Cost: $3.10

5. College View-Decks

Chronicle Guidance Publications

Moravia, N.Y. 13113

Cost: $189.00

*6. Catalogs of local colleges and those institutions most commonly entered by the population served by the center.

Materials - Personal and Miscellaneous

1. An Introduction to Values Clarification

Educational Relations Department

J.C. Penney Co., Inc.

1301 Avenue of the Americas

New York, N.Y.10019

Cost: $10.00

2. Career Choice: A Lifelong Process

Guidance Associates

757 Third Avenue

New York, N.Y. 10017

Cost: $48.50

3. Coping with Competition

Guidance Associates

757 Third Avenue

New York, N.Y. 10017 (1974)

Cost: $46.50

4. Job Hunting: Where to Begin

Guidance Associates

757 Third Avenue

New York, N.Y. 10017

Cost: $48.50

5. Life Career Game

Bobbs-Merrill Co., Inc.

4300 W. Second Street

Indianapolis, Ind. 44268

Cost: $35.00

6. Making Value Judgments: Decisions for Today

Charles E. Merrill Publishing Company

1300 Alum Creek Drive

Columbus, Ohio 43216 (1972)

Cost: $3.00

7. Resume Workbook, 4th Edition
   Carroll Press Publishers
   Princeton, R.I. 02920 (1970)
   Cost: $5.00

8. Values Clarification: A Handbook of Practical Strategies for Teacher and Students
   Pennant Educational Materials
   8265 Commercial
   La Mesa, Calif. 93041

9. Why Am I Afraid to Tell you Who I Am?
   Argus Communications
   7440 Natchez Avenue
   Niles, Ill. 60648
   Cost: $55.00

* Materials on hand

In addition to the materials in the Career Resource Center, a wealth of books, manuals, filmstrips and transparencies was discovered in the office of North Lake's Cooperative Education Director. These materials are listed in Appendix A.

Selecting or Modifying a Filing System

The evaluation, selection and implementation of occupational information is an important step in development of the Career Resource Center. Engels and Hartz (1980) discuss the processes involved in the systematic collection of numerous occupational articles, pamphlets, newspaper clippings and subscription guidance materials. To ensure that clients get the most out of a

Career Resource Center, the many occupational resources which it contains must be efficiently and systematically classified and organized. Depending upon the clientele to be served and the needs of a given institution, this classification and organization may take on either one of several forms (Novak & Hammerstrom, 1977). Hoppock's Occupational Information lists a wide variety of systems. Hoppock (1963) points out that not all counselors, if they are in charge of the Career Resource Center, have the luxury of enlisting the services of a librarian to establish and maintain files of occupational information. He states that for this very reason, it is extremely advantageous to choose a classification and filing system that is not only easy to understand but also easy to keep pace with reasonably well. Wyant (1975) on the other hand, discusses the valuable resource that librarians can be. In reference to the importance of counselors filing materials as soon as they are received, Odgers in a memorandum to Hoppock states, "Once he has accumulated a hundred or more pieces of occupational information...he may find one job of getting everything classified and filed is overwhelming. His best bet is to...classify and file materials as they arrive. Otherwise he may find himself with a week's work and no week in which to do it." Hoppock (1963, p.55). Clack (1979) offers a similar viewpoint to Hoppock on the importance of selecting a filing system which is easily understood by both clients and counselors alike. She cites a comment by fellow researchers which seem to best depict the feeling for treatment of the subject (filing materials).

> "This element (filing)* is usually the "Achilles' heel" of career information service. A system is only as effective as are the procedures for classifying, filing and retrieving materials. Once a library (Career Resource Center)* is underway, materials come in so rapidly that the staff is inundated unless they have a well-developed plan of accessioning materials." Clack (1979, p. 124)

Norris et al., (1979) believe that before materials are even ordered, however, a system should be developed and agreed upon by Career Resource Center staff guidance and/or center personnel to determine what means are available to organize materials. Initially, the original North Lake Career Resource Center employed a coding system in which incoming occupational information was coded into one of two types, information related to technical occupational programs and all other career information.

The procedure for handling this incoming occupational information seemed to work well. Once these materials were received however, many became lost or misplaced because they were not efficiently and systematically filed and maintained. Specifically, the original filing system did not have what Hoppock considered to be characteristics of a good filing plan. Because these characteristics are so vital to the effectiveness of a Career Resource Center, they are listed as follows:

1. It should provide for housing written and printed documents, clippings from newspapers and magazines,posters,

pictures, films, tape recordings, pamphlets, books and anything else that may contain useful occupational information.

2. It should provide one and only one location for each item to be filed so that there may be no confusion about where to file an item or where to find it.
3. It should be easy to use so that all who use it can find what they want with a minimum of time and effort.
4. It should bring together as many as possible of the materials on any one occupation or industry or employer.
5. It should bring together related occupations or industries or employers.
6. It should provide some means of quickly finding materials in omnibus books or other publications which describe several different occupations.
7. It should be expandable so that it can grow as the collection grows.
8. It should provide for filing and finding related materials such as the results of follow-up studies and community occupational surveys (Hoppock 1963, p.76).

Another provision which must be considered in selecting a filing system is how to handle bound versus unbound materials. It would seem on the surface that bound materials might be much easier to process and keep track of than unbound materials, and to some extent this is the case. Nevertheless, if the filing system meets all of Hoppock's criteria for what constitutes a good plan, and if the Center staff are diligent in their efforts

for maintaining the plan, no major problems should be encountered.

Bound materials will be coded and shelved according to the D.O.T. (Dictionary of Occupational Titles) classification system. As Norris et al., (1979) point out, this system has the advantage of bringing together all bound vocational books into one section of the Center. The additional advantage of this system is having related occupational information close to each other e.g., information on physical therapists are likely to be close to information on physicians' assistants or nurses.

Unbound materials present somewhat more of a formidable task in filing. This is in part due to the sheer numbers of pamphlets, articles, brochures and other materials that are typically received. Unlike bound materials as books, more than one item must be coded. If an assortment of unbound materials are received though , each must be coded and filed.

Although many filing systems are employed at various Career Resource Centers throughout the country, there are four principal systems which are used by most institutions. These systems include the alphabetical filing plan, the coded filing plan, the interest filing plan and the school filing plan. Each of these plans has various advantages and disadvantages. These are described below:

Alphabetical Plan allows materials to be filed alphabetically by title of occupation such as "actuarial science" or "law", or by the name of the worker in that occupation such as "actuary" or "lawyer". This plan may be homemade or it can be purchased from a commercial guidance publisher. Regardless of whether or not

the plan is homemade or commercial, the format will be essentially the same. Information will be contained in some form of a folder such as a manila file folder or an accordian folder.

Advantages of Plan:

1. easy to maintain and operate by staff and clientele.
2. requires no separate indexing system.
3. folders can be easily added to or eliminated from the system.
4. materials for each occupation may be filed together.

Disadvantages of Plan:

1. it does not allow for related occupations to be grouped.
2. it may become cumbersome if greatly expanded.
3. occupations with alternate titles may present filing problems.
4. occupations with sub-categories may present filing problems.

Coded Plan allows for materials to be filed according to D.O.T. number. The major headings are coded to correspond to major occupational groups and sub-groups established by the D.O.T. Currently, the main headings include the following:

-Professional, technical and managerial occupations.

-Clerical and sales occupations.

-Service occupations.

-Farming, fishery, forestry and related occupations.

-Processing occupations.

-Machine trades occupations.

-Bench work occupations.

-Structural work occupations.

-Miscellaneous occupations.

These groups are further sub-divided into worker trait arrangements which correspond to 22 areas of work such as art, crafts, entertainment, medicine and health or personal service. These groups in turn are again sub-divided into 114 groups.

Advantages of Plan:

1. materials may be located and refiled quickly after appropriate code numbers are obtained.
2. publishers often code occupational materials using the D.O.T. scheme.
3. system is directly tied to the classification scheme which is perhaps best known and most widely accepted.
4. cross-referencing and classification decisions have already been made and recorded.

Disadvantages of Plan:

1. potential users must be familiar with system prior to using it.
2. D.O.T. must be referred to in order to retrieve materials.
3. Refiling may be necessary if D.O.T. is revised.
4. Use is more time consuming for clientele.

Interest Plan allows for occupational materials to be filed according to interest areas. These interest areas might be derived from an interest inventory such as Strong-Campbell Interest Inventory or the Kuder Preference Record.

Advantages of Plan:

1. meaningful to clientele, particularly if an interest inventory has been administered.
2. user may be exposed to a wide range of occupations not already aware of.
3. it provides for a natural starting point for career planning.
4. it is relatively simple system to set up.

Disadvanges of Plan:

1. many occupations do not fit into any one interest area but overlap into several interest areas.
2. it may be contingent upon one specific interest inventory, thus if another inventory is substituted, different interest categories may have to be introduced.
3. too much emphasis may be placed on interests as a base for selecting a career.
4. fields without obvious occupational ties may be mislabeled interest-wise or not appear to fit into any particular interest categories.

School Subject Plan allows for filing of occupational materials based on academic or school subjects with occupations grouped according to the subject area which is most clearly related.

Advantages of Plan:

1. academic areas may be easily identified by the client.
2. client can be introduced to occupations that may then be related to academic areas.

Disadvantages of Plan:

1. fields without obvious ties may be mislabled or left out.
2. too much emphasis may be placed on an academics as a base for selecting a career.

A common practice in counseling students on career choice at North Lake College includes administering to them the Strong-Campbell Interest Inventory. This practice has a built-in tendency toward familiarizing the student with the Holland Interest Codes. In addition, to having several distinct advantages as a plan for filing occupational information, the Interest concept à la Holland is probably one of the most widely espoused concepts by the North Lake Counseling Staff. The Educational and Career Planning Class-Human Development 104, taught by counseling staff members, makes widespread use of Holland's Interest Themes. Certain features of the Alphabetical and Coded plans are also very attractive and a combination of these with the Interest plan might be a logical choice for the North Lake Career Resource Center. For example, files would be organized in separate drawers according to Holland's six themes. Information contained in each drawer would be alphabetized and coded by D.O.T. numbers and this information would be exhibited by poster above each drawer. In this manner the student could retrieve information by any one of three methods-Interest, Alphabetical or D.O.T. number. A paraprofessional will be available to assist the student in the retrieval process.

Some forms of related occupational information will also

require filing. Much of this related occupational information consists of materials on special subjects such as job hunting skills, occupational trends, labor organizations, unemployment compensation, licenses, and many more. Occupational information is not the only type of information that will need to be organized and filed. The Career Resource Center should also house various materials on educational opportunities and requirements. Shelving for bound books and pamphlets, as well as catalogs and directories should be provided. Perhaps, this material is best suited for an alphabetic arrangement, but as Norris et al., (1979) assert, "it should, of course, be adapted to the needs of the particular school" (p. 375).

Computer-assisted Career Guidance

Career counseling and guidance is no longer bound by the constraints of one-to-one or individual counseling that was traditional for so many years. The widespread use of computers permeates our contemporary society to such a large extent that it is virtually impossible to witness work carried out in industry or academe without a computer somewhere in the midst of the goings-on. When the initial idea of introducing computer technology to career guidance transpired, the obvious question became, "Can a machine counsel?" As skeptical counselors posed such a question, an analogous question and statement of many decades prior might have come to mind. "Should a man fly?" No, if God had intended for man to fly, he would have given him wings." Fortunately, some researchers quickly sought to arrest many fears about this new animal the computer. Many counselors blind by skepticism

and irrationality, failed to understand that the computer was not going to take their jobs (Keeping It Going, 1976), but rather be an aid to them in counseling clients about career goals. Harris (1974) immediately saw the tremendous merits that the computer might have, and the profound positive impact it might have in bolstering the counselor's arsenal. Some of the advantages that the computer has are the extreme ease in storing information and the ability to instantaneously retrieve these immense masses of data. The computer allows for easy updating of information as it becomes available. It can manipulate data at the command of the user, and simulate a conservation with the user depending upon its capabilities. Finally, the computer can control audio and visual materials to produce graphics.

Several computer-assisted guidance systems are commercially available at the present time. There are basically two types of systems, indirect inquiry systems and direct inquiry systems. The indirect inquiry system is that type in which the user seeks information from a central data base by completing a questionnaire serves to elicit user preferences concerning various college, vocational and financial aids available to choose from. The principal characteristics of the system are:

1. The user receives a response after a period of several days or weeks.
2. The user typically uses the system only once, thus receiving a list of information.
3. The user is unaware of the precise narrowing effect which each option exercises.

4. The user may receive only a partial listing of schools, occupations, or scholarships which possess the characteristics chosen by him, and the company which markets the system may or may not make him/her aware of this fact (Harris, 1979, p.333).

The direct inquiry system allows the user to access information directly from the computer via a terminal, usually a teletypewriter, cathode ray tube or some other form of visual display. One example of this type of system is the Guidance Information System (GIS), which is marketed by the Houghton Mifflin and Time Share Corporation. The principal characteristics of the direct inquiry system are:

1. The user receives immediate, interactive response to his inquiry.
2. The user has a high degree of control over the computer program.
3. The user is aware of the effect of his/her choices and options.
4. The system provides a high degree of personalization because of the extensive use of personal data (systems with monitoring only).
5. The program allows the user multiple opportunities to remake choices, test alternative paths, recycle, and branch from one portion of the system to another (Harris, 1974, p. 334).

The counseling staff of North Lake College was fortunate enough to have had the GIS system demonstrated early in the Fall

Semester of 1980. Staff members unanimously agreed that the acquisition of this type of a computer-assisted guidance system would be extremely beneficial for the institution and the student population and the community that it serves. Staff members also felt that other computer-assisted guidance systems should be considered and evaluated as well as the GIS system before a final selection would be made. Currently, this consideration and evaluation is being undertaken. Undoubtedly, the amount of man hours, alone, that this type of system could save would justify its acquisition. The system would also contain an innumerable amount of data in a very small physical arrangement. If all of the information of this system were to be contained in bound or unbound pamphlets, catalogs and/or directories, the present Counseling Center would be entirely too small to house them. Since physical space is already somewhat of a problem, the magnitude of paper that this might call for would certainly exacerbate the collection and storage of career guidance information. Many systems do not, however, make decisions for the user, but they do provide extremely valuable information which can help the user to make much better decisions than otherwise possible about various occupations and colleges. These computer systems can also provide immediate feedback to the user and show him/her the results of his/her choices. One factor which absolutely must be considered is the cost factor. The Counseling Center budget might not seem to withstand the burdens that this mechanization will entail, but as Hartz and Engels (1980) point out,

these costs can be offset by the advantages that such a system can provide staff and clientele.

Multimedia Technology

The many technological advances that have been responsible for growth in the industrial world have not gone undetected in the area of career development. Currently, there are literally thousands of different audiotapes, videotapes and various other types of multimedia aids commercially available to assist students in the process of career decision-making. These aids are designed to not only provide information about many diverse occupations but also to provide students with a vehicle for developing or strengthening study skills. The Counseling Center has a series of career filmstrips which depict information about 29 different occupations. This is an excellent way to illustrate the world of work. Some provision should be implemented whereby additional filmstrips may be acquired as new careers develop or certain careers change so drastically that information contained in old filmstrips is no longer accurate. As in other facets of the Career Resource Center operations, the students and institutional needs should be systematically assessed before securing any multimedia aids. For example, if there are repeated student requests for information on computer-oriented occupations or programs, and the Career Resource Center does not have any available resource materials in that area, it might indicate that there is, indeed, a need for that type of information. If these types of requests persist after materials are secured, there may be a need to add a computer-oriented technical occupational program into the

institution's curriculum. This also substantiates the need for the Career Resource Center having a well-designed method of follow-up services. This follow-up will serve to ensure that needs, both student and institutional, are being met.

Budget

A very important consideration in the reorganization process is the budget. As already mentioned, the present Center contains various amounts of bound, unbound and other resource materials. In addition to these items however, other very important materials should be acquired. The proposed budget is detailed in Table 1.

Program Content

As the initial reorganization and possible relocation of the Career Resource Center is accomplished, attention will also be given to designing effective programs for the Center. Generally, colleges take four major approaches to deliver career guidance:

1) Courses, workshops and seminars offering structured group experiences in career planning; 2) group counseling activities which are generally less structured and which emphasize broader, more effective aspects of human and career development; 3) individual counseling opportunities which accentuate diverse theoretical orientations applied to career concerns; and 4) placement programs which culminate in the career planning and decision-making process (Herr & Cramer, 1979).

North Lake College, as well as the other DCCCD colleges, offers students career guidance opportunities in all four of

Table 1

Proposed Budget for the North Lake College Career Resource Center*

Computer-assisted Guidance System	2600.00	per anum
Teletypewriter terminal for the above	1200.00	
One Learning Associate	11,400.00	per anum
Resource materials (all types e.g., bound and unbound reference and guidance pamphlets, multimedia aids).	750.00	
On-going maintenance (acquisitions of new materials).	250.00	per anum
Remodeling cost	1200.00	

* Costs are tentative and subject to change. Costs are based on current indices.

these areas. Human Development (H.D.) 104 is a semester-long three credit hour course taught by one of the counselors. This course is a multi-faceted approach to career and college major exploration offering students activities such as interest, aptitude, and personality assessment and interpretation, films, lectures, small group experiences related to values, and skills training.

Informal group counseling experiences are periodically offered, and are available to students, staff and community members, such as a recently scheduled workshop entitled "Habits, Breaking and Entering".

Individual career counseling is a strong component of the Counseling Center, with each counselor generally seeing several students on an on-going basis. Clients are assisted in developing a comprehensive view of themselves as related to their interests, needs and abilities.

Placement and co-op programs are available to students and the surrounding community. The Career Resource Center could undoubtedly benefit by coordinating programming with these services. In fact, all of the existing career services could be meshed into a career development program model, such as the following adaptation of the paradigm suggested by Brandt (1977) in Table 2. Another good paradigm may be found in Chapter thirteen of Eddy et al. (1980).

Publicizing the Center

A strong public relations effort is not only essential and will not only keep users informed, but will provide needed

Table 2
A Multiservice Career Development Program

Level of counseling	Counseling approach: One to one	Small group	Programmed self-instruction
1. Exploration Self-exploration	Exploration interview to identify self-concept and basic interests	Group exploration discussion defining career interests, self-concepts, etc.	Self-directed search: A Guide to Educational and Vocational Planning (Holland, 1970)
	Interpretation of career interest and Personality inventories	Group interpretation of career interest and personality inventories	Self-directed search: The occupations finder (Holland, 1970)
		Career-awareness-arousing group exercises and games	Career-awareness-arousing films and reading material
Focused career exploration	Exploration interview of career alternatives	Exploring and processing information about educational and career opportunities in groups	Career information library
	Information-giving interview	Vocational problem solving experiences	Computerized vocational information
2. Decision making	Decision-making interview	Group problem solving	What Color is Your Parachute? (Bolles, 1972)
		Decision-making simulation games	
3. Implementation (skills training and anxiety management)	Supportive interviewing techniques	Reality-testing group	Cassette recordings and workbooks

Table 2 (continued)
A Multiservice Career Development Program

Level of counseling	Counseling approach: One to one	Small group	Programmed self-instruction
3. Implementation (continued)	Reality testing of career planning	Job-hunting skills training group: How to be interviewed, how to write a resume, how to write a letter of application, how to use a placement service	How to write successful job resumes, how to make your job interviews bring job offers, how to write letters of application that pull
	Systematic desensitization and role rehearsal for test taking and job interview	Learning job-seeking interview skills	Videotape presenting model of effective interview behavior
		Group systematic desensitization to test taking and job interview	
		Job-hunting simulation games	
		Learning job-seeking interview skills	
4. Life planning	Values exploration and clarification interview	Life-planning workshops	
		Values clarification workshop	

recognition from those who control the Center's budget and oversee its function (Dickert, 1972). One of the first priorities will be a brochure outlining the services of the Career Resource Center. This can be prepared by either the Learning Resource Center's graphic artist and North Lake's print shop, or by the Public Information Office. As already mentioned, posters might be created by students in studio art classes. These can be laminated and attached to kiosks at strategic spots on campus. These posters could be designed to hold the information brochure.

This initial publicity effort will be followed by a periodic newsletter to be distributed widely on campus to faculty, administrators and students. The newsletter could spotlight a "Career of the Month", for example, and carry information about upcoming Center programs. Distribution of the newsletter and the brochure might be coordinated with periodic mailers sent from Admissions and Community Services. Selected information on all aspects of the Career Resource Center could be dispersed by the Public Information Office to be used in local newspapers. It might be possible to have a career planning column in North Lake's school paper, the News Register.

The next form of public relations efforts would be a slide-tape show (Larson,1975) also with the assistance of the Learning Resource Center staff. A short, colorful, expertly produced show would greatly benefit the Center's program. The show could be used at orientation, during college nights at local high schools, for classroom presentations and even for community gatherings, such as meetings of social service agencies. Finally, when the

Career Resource Center is fully operative, a reception would be planned to introduce the Center to faculty, students, staff and community members. Just as the flow of information to the Center must be kept constant, so must publicity be distributed from the Center. Adequate public relations will be an ongoing concern for the Center's coordinators.

Evaluation

In order for the Career Resource Center to be able to justify its existence, it will be necessary to include plans for evaluation and accountability. A simple method for tracking student use must be divised, perhaps in the form of a short evaluation. As suggested by Norris et al,, (1979), certain elements regarding evaluation must be considered if the results are to have maximum impact:

1. Facilities--how adequate?
2. Personnel--how effective?
3. Materials--how adequate and usable?
4. Equipment--how extensive and appropriate?
5. Programs--how vital?
6. Use--how used?
7. Impact--how do clients evaluate?

Information gathered from a design that covers these elements should be invaluable to the coordinators in their efforts to keep the Center going. This data would also be used to assess future needs.

Plans for the Future

As North Lake College seeks to serve its community, so will the Career Resource Center. One way to do this is by fulfilling at least part of the promise of the original Center proposal, which recommended close cooperation with local businesses and community agencies. Human Development 104, Educational and Career Planning, could be offered on-site to interested users. Other presentations, such as interview skills and resume' preparation might prove popular in the community. A list of referral sources for Center clients could be developed to include speakers and area professionals who would agree to be interviewed on their occupation. Additional sources for this list could be supplied by Co-op Education, and Center personnel could reciprocate by being aware of potential Co-op experiences.

Finally, instructional modules such as used by Florida State University Career Information Center (Reardon & Domkowski, 1977; Reardon & Minor, 1975) could be incorporated into the Center's offerings. Modules could cover such areas as introduction to the Center, career decision making and employment outlooks. Incorporating instructional design into the Center in self-paced modules would mean an additional option for students interested in Human Development 104. They could earn three credits, outside the classroom by completing all the modules offered.

Interested users of the Center, as well as future literature on the subject, will undoubtedly suggest further expansion of the Career Resource Center. A vital Center will seek to update its program and services to continue meeting the needs of its

clients. Campbell (1974) predicted that the 70's could be a golden age or a dismal flop for guidance. It would seem that the 80's could be the decade in which the field of guidance could now prove itself and deliver what it has promised.

Appendix A
North Lake College
Cooperative Education

Books

Your Attitude is Showing

Personality Development for Business

The Job You Want - How to Get it

How to Find and Apply for a Job

You and Success in the Working World

Human Relations in Business

Your Career in the World of Work

Career Development Activities

Your Career

Occupational Outlook Handbook

Occupations

Dallas County Business Guide '80-'81

Teacher's Manual

Personality Development for Business

Human Relations in Business

Getting the Job

Communications at Work

Making Decisions Work

Growing on the Job

Working at Human Relations

Knowing Yourself

How to Build Memory Skills

Getting Results With Time Management

Assignment Manual

Your Attitude is Showing

Answer Book

Your Attitude is Showing

Instructor's Resource Guide

Your Career in the World of Work

Slide/Tape (National Commission for Cooperative Education)

Exercise Booklets

Work Effectivenss Skills

Guide to Work Effectiveness Skills

Employment seeking Skills

Guide to Employment Seeking Skills

Filmstrip and Cassette

Planning for Success

Setting Your Career Goals

Locating and Applying for a Job

You, Your Employer, and Your Co-workers

Introduction to the World of Work

Personal Safety

Your Progress on the Job

Human Relationships

Managing Your Money

Why Work at All?

Trouble at Work

Liking Your Job and Your Life

Achieving Your Potential

Filmstrip & Cassette

Are You Listening?

A Job That Goes Someplace

Job Hunting: Where to Begin

Your First Week on the Job

The Paycheck Puzzle

Labor Unions: What You Should Know

What You Should Know Before Going to Work

On the Job Training

Personal Development Transparencies

Dress Ability

Employ Ability

Ethics Ability

Image Ability

Success Ability

Time Ability

Job Getting Ability

Personality Ability

Promote Ability

Quality Ability

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